

2008 ADE/CEF Promising Practice Awards

Part I: Cover Sheet

Practice Name: Caught in the ACT

Name of Principal: Deborah Shea

Official School Name: Desert Willow Elementary School

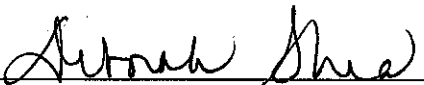
School Mailing Address: 9400 E. Esmond Loop Tel. (520) 879-2300 ext. 2304

School Website: dwe.vail.k12.az.us

City: Tucson Zip Code: 85747

Email Address: shead@vail.k12.az.us

I have reviewed the information in this package, including the eligibility requirements, and certify that to the best of my knowledge it is accurate. If my program is recognized as a Promising Practice the contents of this application may be available to the public.

 Date 11/28/07

(Principal's signature)

Name of Superintendent: Calvin Baker

District Name: Vail School District

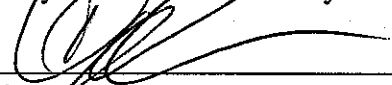
Tel. (520) 879-2000

District Mailing: PO Box 800

City: Vail Zip Code: 85641

Email Address: bakerc@vail.k12.az.us

I have reviewed the information in this package, including the eligibility requirements, and certify that to the best of my knowledge it is accurate.

 Date 11/28/07

(Superintendent's Signature)

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Part II: Background Information

1. Category that best describes the area where the school is located:

- ☐ Urban or large central city ☐ Suburban
☐ Suburban school with characteristics typical of an urban area
☒ Small city or town in rural area ☐ Rural

2. 8 Number of years the principal has been in her/his position at this school.

 If less than three years, how long was the previous principal at this school?

3. Number of students enrolled at each grade level or its equivalent in applying school building:

| | | |
|------------|--------------------|---------------------|
| Pre-K: 133 | 5th: 132 | 10th: <u> </u> |
| 1st: 136 | 6th: <u> </u> | 11th: <u> </u> |
| 2nd: 151 | 7th: <u> </u> | 12th: <u> </u> |
| 3rd: 121 | 8th: <u> </u> | |
| 4th: 137 | 9th: <u> </u> | TOTAL: 810 |

4. Limited English proficient students in school: 1.9% - 15 total students

Number of languages represented: 6 Specify languages: Spanish, Chinese, Dutch
Vietnamese, Portuguese, Russian

5. Students who participate in free/reduced-priced meals: 17.5% - 142 total students

If this method is not a reasonably accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

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Part III: Narrative Responses

1. What is the practice and how have you implemented it in your school or district?

In the Vail School District, our unifying principal is the ACT statement, which identifies us as a school district. It states, "In the Vail Schools, we ACT. We Are respectful and trustworthy, Care about each other, and Take responsibility. We ACT." Our Vail community members live by this standard.

At Desert Willow Elementary School, our Caught in the ACT program praises students who follow the ACT statement. Students who demonstrate the ACT statement at school have many opportunities to receive Caught in the ACT cards. Along with their ID badges, faculty and staff members carry Caught in the ACT cards and stickers on a lanyard so they are able to recognize student's positive behaviors anywhere on campus. When a student is Caught in the ACT, the staff member acknowledges the student's behavior by filling out a Caught in the ACT card detailing their good deed. The student then receives a Caught in the ACT sticker to wear home in order to foster positive communications between school and home. The student is then responsible for placing the card in the Caught in the ACT box. Students then become eligible for additional school wide recognition of their good deed. The Caught in the ACT is a program supports students in making good choices in their lives.

2. How does the specific practice contribute to character development?

The ACT statement's purpose is to encourage students to be respectful, caring, and take responsibility for their actions. Students who are "caught" making good choices are rewarded for their specific deed. Once a student is has been Caught in the ACT their sticker makes it known to those on campus. Students are asked specifically which part of

the ACT statement they were demonstrating when they were Caught in the ACT.

Students know what it means to be respectful, caring and trustworthy.

3. What impact is this practice having on your students in your school or district?

The 2006-2007 school year was the first year that the number of Caught in the ACT cards awarded was tracked. Class lists are kept so that teachers know which of their students have been recognized by receiving a Caught in the ACT card during a particular quarter. This tracking system allows for grade wide and school wide data to be kept and announced.

In 2006-2007 1402 cards were given out to the students of Desert Willow. To date, 551 cards have been given this year. This year the number of cards handed out to date is a little lower than last year. The numbers have decreased slightly because it has become more difficult to receive a Caught in the ACT card. During the beginning of the year inservices teachers were reminded of actions that are deserving of the Caught in the ACT card. Last year students could be awarded a card for picking up trash on the playground. This year that same action may not receive a card, but students are still seeing that their campus is clean. Third grade student Alex Manville stated, "I feel proud when I follow the ACT statement even if I don't always get a Caught in the ACT card." Students at Desert Willow are making good choices and demonstrating good citizenship on our campus. The expectations for the students have been raised as our students continue to ACT.